DOCUMENT RESUME

ED 303 646 CE 051 914

AUTHOR Sunderhaus, Tara L.
TITLE Life in the Mainstream: Survival Tips for Teachers.
PUB DATE Dec 88
NOTE 5p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Behavior Modification; *Classroom Techniques; *Disabilities; *Mainstreaming; Secondary Education; *Special Education; *Teaching Methods; Vocational Education
IDENTIFIERS *Behavior Management

ABSTRACT

These tips for the vocational teacher with mainstreamed students focus on three areas: the student, the classroom, and teacher strategies. The tips that focus on the student have an interpersonal focus. Recommendations are concerned with student strengths and weaknesses of which the teacher should be aware through observations, gathering and using student background information, and gathering current student information. The classroom tips have an educational focus, dealing with modifying and achieving goals. The third area of emphasis is a survival kit of teacher strategies and behavior management techiques. Practical suggestions are made regarding breaking up activities and work sessions, teaching students how to handle stress, rewarding students, and being flexible. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303646

LIFE IN THE MAINSTREAM : SURVIVAL TIPS FOR TEACHERS

FOCUS ON THE FOLLOWING AREAS:

1. THE STUDENT : INTERPERSONAL FOCUS
2. THE CLASSROOM : EDUCATIONAL FOCUS
3. TEACHER STRATEGIES : A SURVIVAL KIT

TARA L. SUNDERHAUS
RISING SUN - OHIO CO. COMMUNITY SCHOOLS
RISING SUN, IN

CE051914

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T Sunderhaus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

FOCUS ON THE STUDENT:

If a teacher can determine specific strengths and weaknesses of a student and help the student utilize these strengths to build the weaknesses then appropriate educational tasks can be better planned and learned.

1. Teacher observations: Be aware of :

   a. Concentration level of the student. How willing is he to listen and gain information?

   b. Responding level of the student - both orally and in writing.

   c. Organization, memorization, intergration skills with class/ job skills.

   d. Student learning style: by doing, seeing, listening or a combination of all three.

   e. Student attitudes also provide clues: frustration, insecurity, confidence, and expectations.

2. Gather and utilize student background information: either from cumulative file or resource/ special education personnel.

   Things to look for:

   a. Patterns in behavior - both inside and outside the classroom.

   b. Patterns in learning - success and failures.

   c. Actual evaluation record - stressing actual disability and intelligence.

   d. Grade level of performance - are skills at current grade level? Which skills are and which are not?

   e. Increase or decline in performance from the last 3 year evaluation.

   f. Individual Educational Plan - to look at the best mode of learning for that specific student.

   g. Motivational techniques that were used - Did they work?

3. Gather current student information:

   a. Keep a current file on all students.

   b. Record in file student behavior or changes in classroom performance and attitudes.

   c. Document any student - teacher conferences or communication with home.

   d. List any teacher observations whenever necessary; no matter how silly it may seem.

FOCUS ON THE CLASSROOM:

It is important to realize that the regular classroom does not have to change dramatically for the special education student. Many of the suggestions for classroom adaptations you are already doing and may not realize how they can help the student with special educational needs.

1. Define program goals and expectations for all students. Do this many times throughout the year.

2. Be flexible on the method of how students achieve these goals.

3. Modify classroom or individual goals. "Chunk" the goals or take a little at a time.

4. Encourage students to try new ways to get to some goals; this may unlock areas to different ways of thinking.

5. Help students keep a positive - self. Could be accomplished by simply saying " O.K. - this may seem tough but you have accomplished other tough assignments.

6. Prepare the student for any changes in the learning environment.

FOCUS ON TEACHER STRATEGIES: SURVIVAL TIPS

A knowledge of teacher strategies and behavior management is essential for any teacher. The key to working with students is to be flexible, tolerable and most important consistent.

1. Use a variety of teaching methods.

   Discovery Method
   Experiential Education
   Individualized Education
   Compensatory Training
   Task analysis
   lecture
   small group

2. Emphasize problem - solving. Share with students problem - solving techniques and task analysis or breakdown.

3. Develop energizer activities - especially if you have the student for a block of time or right after lunch.

4. Break up work sessions into real life time spans. Long independent work sessions should be avoided (20-40 minutes maximum).

5. Teach the student how to handle stress and how to relax during down or slow time. Handling the "Rush Hour".

6. Give students rewards : example music during lab time (help student select appropriate music). All kinds of rewards can add motivation.

7. Stress limitations you or an employer may have on a particular task . Supply the student with structure.

8. Make your classroom predictable and consistent.

9. Remember to look for small improvements in the special education student and not to get overwhelmed by expecting larger improvements all at once.

10. Don't lower your expectations or quality of education for the special education student; rather demand the most and be flexible on the way and time needed to acheive the quality.

*** Remember : Just as it seems the building is crumbling down over your head and you're ready to throw up your hands that will be the time a student will hand you a brick and another the mortar.

Positive Thinking + Positive thoughts = Positive Results